

Fauntroy highlights Black Culture week

A speech by Congressman Walter D. Fauntroy of Washington, D.C., will highlight a program of Black Cultural events to be held Wednesday, February 14, through Sunday, February 18, at Mary Washington College in Fredericksburg. The theme of Mr. Fauntroy's speech which is scheduled for 7:30 p.m. on Friday, February 16, will coincide with the stated theme of the entire five-day program, "Within Our Ebony Minds."

The Black Culture Week, presented by the Afro-American Association at the College, will also feature a contemporary fashion show, a performance by a black experimental theater group, a dance, a concert by a gospel singing group, and a special movie of well-known black singers in concert.

"It will be an educational experience," said Joanne Harris, the president of the Afro-American Association. "It's not only for blacks, but for whites as well." Miss Harris said the overall theme of the Culture Week could perhaps be considered "understanding." She pointed out that the theme song for the program would be "Reach Out and Touch Somebody's Hand."

Most of the events on the program will take place in George Washington Auditorium on the Mary Washington College campus.

Congressman Fauntroy has been a member of the Board of Directors of the Southern Christian Leadership Conference, and has participated in several black campaigns against injustice. In 1965 Mr. Fauntroy was a director of the Selma to Montgomery march, and later he was the National Co-ordinator for the Poor People's Campaign. Mr. Fauntroy, a graduate of Yale University, has been the delegate from the District of Columbia to the United States Congress since 1971.

A ritualistic opening for the Black Culture Week will occur at 7:30 p.m. on Wednesday, February 14, in George Washington Auditorium. A candlelight entrance by members of the Afro-American Association will be followed by a performance by Harambee 360, a black experimental theater group from Fredericksburg. The troupe, which is directed by Clarence Todd, a former member of the Fredericksburg School Board, will perform a variety of contemporary skits.

On Thursday, February 15 at 7:30 p.m., there will be a fashion show in the Auditorium, featuring a variety of fashions, including sportswear, evening gowns, nightwear, and dating ensembles. The participants will be modeling their own clothing in an effort to give a true picture of what a college student might wear during a typical week at school.

The Flames of Glory Gospel Singing Group will

perform on Friday, February 16, prior to the speech by Congressman Fauntroy. The group from Hopewell has performed statewide and has appeared on two state television specials. Last year the Flames of Glory traveled to New Orleans to sing at the national convention of the Southern Christian Leadership Conference, and the singing group has been invited back to sing at this year's convention, to be held in Dallas. Some of the numbers that will be performed in the Mary Washington College concert will be "Rise Up and Walk," "Give Me a Clean Heart," and "The Lord Has Blessed Me."

A dance featuring "The Brother Love and Band Show" will be held Saturday night, February 17, from 9:00 p.m. to 12:00 midnight in the Ann Carter Lee Ballroom, and the Black Culture Week will conclude on Sunday, February 18, with a movie starting at 2:00 p.m. in the George Washington Auditorium. "Soul to Soul" is the movie of a rock concert featuring many known singing stars, including Roberta Flack, Ike and Tina Turner, Chuck Berry, and many more.

Admission to all Black Culture Week events, with the exception of the Saturday night dance which is restricted to members of the Mary Washington College community, is free and open to the public.



The Bulletin

p. o. box 1115, fredericksburg, virginia

Trinkle sees changes

by Susan Belter

The new security system in Trinkle library seems to be working effectively, according to the librarian, Ruby Weinbrecht. In an interview, Weinbrecht stated

that although it was too early to tell just what the effects of the new system were, library patrons seemed to be cooperating, especially with regard to the closed reserve book system.

It will not be the only change coming to Trinkle. In the near future the library will be consulting with a building designer and architect to determine whether there will be an addition made to the present building or a new building built. Another change will be the purchase of more audio-visual equipment to keep up with changes in methods of instruction and the use of microforms, such as microfilm. The library will soon have an Olivetti copy machine on which it will be easier to copy a page from a book than on a Xerox machine, on which the page copied must be laid down flat.

With regard to the number of new books acquired by the library, Weinbrecht cited two reasons for any drop in number. One is the rise in price of books and especially of subscriptions to periodicals. The library has a certain amount of its budget allotted for the acquisition of new books and periodicals. Another is that the library has acquired fewer "conference books" in fiscal 1973 than in fiscal 1972. "Conference books" are books acquired by the state at reduced price and which it circulates through state libraries. A library may select titles it wants and does not already have. In fiscal 1972 the library acquired 816 titles but in fiscal 1973 only 124 such titles. The actual statistics are as follows: from July 1, 1971 to June 30, 1972 the library acquired 10,012 new titles, and from July 1, 1972 to January 31, 1973 the library acquired 4,783 new titles. Therefore Weinbrecht does not feel that there has been a radical drop in the number of new books the library is acquiring.

Weinbrecht feels that the purpose of the library is to serve students and faculty and that if the library isn't serving them well, it is not doing its job effectively. This is the reason behind the closed reserve system. She hopes that people will read the library bulletin "News and Views from Trinkle" and be more aware of what books and periodicals the library has. Library patrons should not hesitate to ask help from the library staff in finding materials; and students and faculty should suggest books and periodicals that might be useful to a course.

introduction given to meditation

An introductory lecture on transcendental meditation will be given by instructor Chris Wright tomorrow at 8:00 p.m. in ACL room 307.

The program will feature a slide presentation and explanations of some of the physiological and psychological research that has been carried out on transcendental meditation (TM). Wright described TM as "a skill in rest dissolving deep fatigue, you don't even have to understand it, it just works."

Wright said TM is a "simple mental technique that transcendental meditators practice for twenty minutes twice a day. Wright stressed that TM is "not a mood or religion" ... we do it only as a preparation to dynamically dive into life."

He also pointed out that TM does not change one's personality, "each day you just go out and live your life, but life gets better." This he attributed to the "clarity of mind" that results when "pressures of the day don't build up."

Wright has been teaching TM full time for two years. Becoming an instructor involved several months of study in different areas of the United States and Europe including instruction under Maharishi Mahesh Yogi, the founder of the movement to educate more people in the technique of TM, whom Wright described as "a man who lived his message."

The history of Wright's involvement in TM is similar to the many success stories that have been published by or about people who practice TM. He began TM in high school at a time he was having poor academic success. His grades improved enough after his exposure to TM for him to gain admittance into the University of Texas. Wright eventually transferred to the University of Arizona where he graduated cum laude. "Life is so much fuller," he commented, "I do what I want and I do it well."

Wright stated that most people, even after sleeping,

"only have a superficial rest." TM, he said, brings about "deeper rest."

UVA. and some other colleges and Universities teach a course called the Science of Creative Intelligence involving TM, which examines the nature, origin, and development of Creative Intelligence which is, according to Wright, "a study in contacting the source of knowledge ... it involves every discipline."

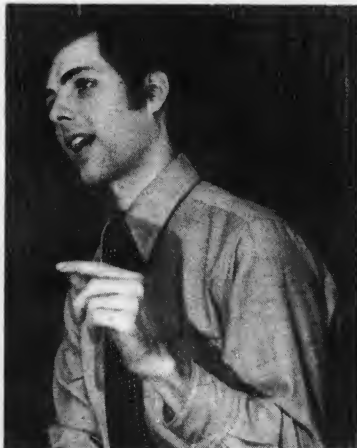


photo by Marianne Frieman

artists comment on controversy

by Terry Talbott

Several issues back this paper ran a story with three pictures describing the exhibit of Constructivist Sculpture that Ellen Juul-Nielsen created under the Undergraduate Research Grant Program. In the past weeks there has been much talk about her work, and several letters in *The Bullet* have expressed the opinion that the structure in front of DuPont Hall should be moved.

This discussion spread into the Fredericksburg area when *The Free Lance-Star* photographed the sculpture in question and related the conflicting opinions on its location on campus. More letters to the editor followed in *The Bullet* (see today's letters), and the writers of the January 29 letter met with President Simpson to discuss the possibility that the sculpture be moved or relocated.

Further complicating the issue was the fact that this writer made an error of technical explanation in the original article. Bevels refer to the construction of the angles, not to measurement of the angles themselves. The vertical columns stabilize the dynamic force of the sculpture, as Ellen herself clarified this point.

And as it happened, this mistake was quoted by *The Free Lance-Star* in its story. This added to the general misunderstanding which seemed to be growing concerning this unique art piece on campus. All this time, the artist herself remained silent, and when approached for a second interview, was willing to share her thoughts and further explanations.

After clarifying the mistake about beveling, Ellen said, "This really goes beyond the superficiality of where the piece is located. It's the whole problem of communication on this campus." In the time that her work has been exhibited, no one has approached her for an explanation of the piece. "No one even came to me and said, 'Ellen, why is this here?' They didn't come to the primary source to get their information," she said.

Consequently, there were people who used the *Bullet* article, with its error in explanation, or its reprint in *The Free Lance-Star*, as the basis for their argument against the work's validity. Also, further knowledge of the nature of the Research Grant offers more light on

this subject.

In the agreement with the Grant Committee, Ellen was chosen to create, execute and display her sculpture. The notion of one student's rights is not even in question; the privilege of exhibiting her work was given Ellen by the Committee.

"This was done in the name of the Undergraduate Research Grant," Ellen stressed. "The name of the Committee was on invitations to the exhibit before Ellen Juul-Nielsen. The show was given in the name of the college."

She is distressed that the idea of the Grant Program has been lost in all this confusion. Instead of viewing this as an attack on herself as the artist, Ellen sees it as an attack on the idea of progressive education. If students fail to see the value in such a project of research and the privilege afforded individuals by this Grant, the College could well lose these funds, and discontinue the program.



As for the question of moving or relocating her sculpture, it is unlikely that any action will take place. The exhibit ends this Wednesday, and until that time, the piece will most likely stay where it is, primarily for practical and safety reasons.

"Originally I wanted to have it facing DuPont on the side near the cafeteria," she said. "But this thing weighs over 400 pounds. That means we would have to put cement piers in the ground for support against rains. And these," she explained, "would have to be permanent fixtures in the ground."

The added expense of these structures, as well as their use when her sculpture would be removed, made such a step really impractical. So the piece stands on DuPont's front walk, for the present at least, and the comments will probably continue.

Yet with this further explanation, and the artist's attitudes made clearer, perhaps the meaning and purpose of the work has been better revealed than before. If not, Ellen is the best source for questions or comments.

movies

The movies to be shown on campus next month are as follows:

- Feb. 17 "Soul to Soul"
- Feb. 24 "The Assassination of Trotsky"
- March 3 "Ryan's Daughter"
- March 7 "The Beggar's Opera"

bill threaten's college newspaper money

A bill that would cut college newspapers off from one of their most important sources of revenue was introduced in the Virginia House of Delegates January 23.

Sponsored by Del. George Mason Green, R-Arlington, the bill specifies that "no student at any state-supported institution of higher learning . . . shall be required to pay any fee" for the support of student publications.

A similar bill was proposed last year by Del. Ben Woodbridge, R-Fredericksburg; but killed by the House Education Committee.

Woodbridge co-sponsored Green's bill. The bill was interpreted last year to mean that student newspapers, yearbooks, literary magazines and other publications would not be allowed to apply for a share of the student activity fee paid by every student.

The revenue from the fee is divided among athletics, social and cultural organizations and a host of other programs.

Last year's bill was killed after a number of professional and student newspaper people spoke against it.

This year's bill presumably will be referred to the Education Committee.

senate news

by Nancy Cowden

Nominations were held for the *Glamour Magazine* Contest. The three girls elected were:

Jan Flaherty, Tricia Antonelli, and Debbie Scott.

An amendment to the Constitution has been proposed to institute an Academic Affairs Committee whose membership encompasses the elected department representatives and students on Student-Faculty Committees and to report to the Executive Cabinet the proceedings thereof. It will be voted on next week.

The Senate Finance Committee will investigate the possibility of student loans. A report will be given in two weeks.

The Welfare Committee is still attempting to find out about a co-op. The committee must plan an exact system to be worked out with the bookstore.

Applications for appointments to joint Student-Faculty Committees can be obtained from Senators. Applications should be returned to Laurel Corner in 303 Jefferson no later than February 27.

The Senate is distributing polls concerning the change in the name of the student newspaper. It is important to get student opinion, so please complete and return polls to senators by February 13.

The recent attendance at Senate meetings has been

excellent! Good work, Senators. Remember, all Senate meetings are open to everyone. Next meeting—Tuesday, February 13, 6:20 p.m., ACL Ballroom.

Information Services

Office reorganized

Mary Washington President Grellet C. Simpson has announced the reorganization of the College's Office of Information Services.

Mrs. Barbara B. Powell, Administrative Assistant in the Office of the President since 1970, will also serve as Director of Information Services, and Mr. Edward G. Moore, a December graduate of Washington and Lee University, has assumed the responsibilities of a newly-created position, Editorial Assistant.

The changes were implemented following the resignation of Mr. Thomas P. Mann, who headed the Information Services Program from 1967 until he left the College January 1 to operate a Fredericksburg printing firm.

Under the new arrangement, the expanded office will assume the responsibilities for distributing news releases to the media, as well as preparing all College publications, including the weekly *College Bulletin*; the by-monthly *MWC Today*, a tabloid style newspaper sent to alumni, parents, students, faculty, and staff; and all catalogues, as well as brochures, and programs.

Mrs. Powell, a resident of King George, is a graduate of Mary Washington College and is currently completing a graduate program in communications at American University.

Mr. Moore, a native of Coral Gables, Florida, received his BA with a major in journalism from Washington and Lee last month.

major counselling held

Major Counseling Afternoon will be held on Wednesday, February 21; from 2:15 to 4:00 p.m. in ACL Ballroom. Representatives from all departments will be present to explain departmental requirements and discuss career opportunities and what each department has to offer. Lawrence Wishner, Assistant Dean for Instruction, will be present to discuss the process of applying for a special major. Representatives from the Academic Counseling Office will also be there to answer questions.

Anyone who has questions concerning a possible major should come. Students who have completed 43 or more hours may officially declare a major at that time, if they have not done so already. This is also an opportunity for a student to change her major if she wishes to do so.

Previously Major Counseling Afternoon has been held before students eligible to do so declared their major. This year students eligible have already been sent their major declaration cards, and many have declared their major. This is also the first time Major Counseling Afternoon has been held in a single room instead of a building such as Coombs, where it was held last year.

free U. course

The free University will offer a folk dance class to be held every Wednesday night at 7:30 in the small gym in Goolrick.

Academic Affairs Chairperson Margaret McVeigh said that the difficulty of finding persons willing to teach a course is the reason why this is the only Free U. course offered this semester; whereas last semester seven classes were offered.

poor response

To the Bullet:

Mary Washington students and faculty never fail to amaze me! Recently the Bullet's timely poll on mandatory final examinations drew responses from only two faculty members and from but 6 per cent of the students. However, we do find that many vigorous opinions have been aired in the letter section of the Bullet concerning the new statute which has been placed in front of Du Pont.

In my opinion the concerned awareness of a work of art is a heartening occurrence at MWC. Of course, these letters also only represent a minority of opinions, but they do sound like a concerned, active group who may even take the trouble to do a larger survey of opinion and perhaps demand removal of the structure. It seems a shame to me that students who, in class and informally, had flooded me with the view that finals should not be mandatory were not willing to take a moment to respond to the Bullet's poll. Furthermore, it is a shame that the many faculty members who were so emphatic at the lunch table and in other informal situations would not write in their viewpoints to the Bullet either.

In conclusion, as an ever participating faculty member, I would like to express my personal joy at the erection of Ellen Juul Neilson's structure in front of Du Pont. It gives new excitement and beauty to our campus, and as a mere layman-lover of art, I find it aesthetically pleasing. I like the stark contrast of the colonially pillared red brick building and the strident pointed yellow structure. Its brightness is especially lovely on dark days. I vote to keep it there!

Alice B. Rabson



on education

To the Editor:

Recently I found myself reading a something less than inspiring article on "the role of the school" in an education text, American Education, by John Johansen, when suddenly the fog lifted. The statement which caught my interest reads, "Historically, and in the present, schools have been responsible for the transmission of culture." Reading on I learned that education has historically and presently held as its primary goal the knowledge and understanding of the many and diverse aspects of American life, past and present. Somehow I found it terribly disconcerting that what I feel should be a means, instead has been quite accurately labeled as a goal. At the risk of sounding dogmatic, parents and educators alike should have two realistic goals: 1) The development of the individual's intellectual potentials for the purpose of making some significant contribution to society... whether 'society' be his family, community, country or the whole of western civilization; and 2) The learning, not the teaching, but the learning of an unshakeable appreciation for our surroundings to include the people we know, the jobs we might work at, the places we go, the potentialities of living precisely where and how we live today... life itself. The first goal is obvious, but the second needs elaboration. Today we witness an ever spiralling crime rate, increased number of divorces, and a seemingly insurmountable problem of alcoholism. Daily we read accounts of suicides, increased drug use by kids whose

parents aren't aware or don't want to be... while we are told that one out of every ten of us will at some time undergo treatment for the mentally ill and one out of every three should. The results of disenchantment, dissatisfaction and down right boredom scream daily at us from 'tube' and headline. All around us we see the effects of "future shock"... an incredibly fast paced run for your life through such an accumulation of material abundance as Man has never before seen in history. Today, a scant 6 per cent of the world's population own 50 per cent of the world's wealth and yet we aren't happy.

I submit that our suicidal tendencies stem not from the notion that nothing is worth the living, but rather that nothing is worth the dying. Said another way, we've lost sight of our most precious blessings... those things which make life worth living. Without a set of values, goals, and an enthusiasm and appreciation for individual human potential, life becomes almost meaningless. We're at sea without keel or rudder and stripped of hope, that essential ingredient for human survival.

If what I've described seems over-stated it is because I feel the evidence is overwhelming and the situation serious, if not critical. Apply the statistics to your own life and to the lives of those you know. How many times are we bored by lectures, depressed by studies and simply staggered by the enormity of spending four years in obtaining an education and preparing... for what? Will some of us prepare ourselves for teaching that we might complete the cycle and transmit boredom and frustration to the next generation? Or will we put aside our terribly "sophisticated" preconceived notions that our math and history courses are necessary evils impossible to enjoy and instead LEARN to appreciate whatever task we set before ourselves. Because, and you can believe it, our lifetimes are but a moment in the mainstream of eternity; and how great a pity for us to waste our precious moment by making ourselves miserable dreaming impossible dreams, never content with reality and totally unwilling to accept our capacity for loving life. Am I over-reaching again? I think not. Ask yourself this: How many pre-school children roll over after being awakened by the first morning's rays? In fact, try to keep a pre-schooler in bed past 8:00. And yet, when was the last time any one of us awoke with that intangible excitement of a new day and said, "Gee, it's good to be alive!" I submit that the missing ingredient is an appreciation for our surroundings, a love of life itself. Inseparable from appreciation for our surroundings is another indomitable quality of pre-schoolers that was somehow snatched from us sometime before we entered college... curiosity. And not the idle variety but rather that exquisitely intense and total curiosity exhibited by every normal child. When was the last time one of us felt that total surrender to a burning curiosity when confronted by a new word? or thought? or principle? But try to keep a child from asking why or how or what.

In short, today we find ourselves unable to achieve happiness because we've failed to learn an appreciation for what we do have, not what we don't have; for what we are, not what we'd like to be. Happiness lies not in the attainment, but in the attaining; not in dreaming the impossible dream, but in the pursuit. Happiness lies not in the house, but in the home; not in the muscles, but in the exercise; not in the winning but in the knowledge that you've filled "the unforgiving minute with sixty seconds worth of distance run." In truth, happiness takes working at, but ultimately it can only be found when we've learned to appreciate who and what we are.

How can this be taught in school? Only by living it, by example and by a bottomless well of enthusiasm for learning that is so real it becomes contagious. Only when teaching displays an electric optimism for learning can the next generation hope for retention of their natural curiosity and the continued realization that learning is fun.

Mike G. W. French

no new name

To the Editor:

The article expressing "The Bullet" staff's

reasoning concerning the alteration of the paper's name to "Fifth Season" is both vague and contradictory. In the opening sentence, it is inferred that a relic of the past cannot reflect journalistic aims and principles—this I feel is unfounded and inaccurate. Furthermore, in the same statement, it is said that the staff has found the paper's current name to be "limiting and unresponsive to the purposes in putting out the newspaper." Not only is this statement vague, but it is made without any supporting evidence.

It seems that the association of the word bullet solely with gun control is a rather narrow view—especially for a newspaper! To me personally, the title "Fifth Season" does not suggest anything journalistic. Moreover, I suppose that any name could be interpreted to become suitable for a paper's name; "The Bullet" could be a capsularized presentation of what is happening at M.W.C. or an abbreviated, varied form of the word bulletin.

Another vague statement, "The 'Fifth Season' cannot exist without the other four" necessitates further explanation; I would like to know the line of reasoning which led to this statement and its relevance to the article.

One merit of the proposed "Fifth Season" is stated as follows: "It goes beyond the normal, known world to explore, predict, and keep up with what our world is becoming." This seems to be somewhat contradictory to preceding statements about the purpose of a paper being the news. The above quotation is concerned more directly with speculation and not with "both ingredients of a newspaper—fact and opinion, each clearly designated."

Unless the staff's reasons for favoring "Fifth Season" can be articulated in a clearer form—and substantiated, I feel that the name "The Bullet" is as satisfactory as anything that has been proposed.

Sincerely,
Molly Jones
Class of 1974

late breakfast

Dear Editor,

Quite a bit has been said about the dining hall situation recently; however, late breakfast seems to be completely ignored. Now don't get us wrong we love late breakfast. It is the trash over a foot high covering all the tables after 9:30 that we can't stand. And if you happen to arrive late enough to find a table that the maids have cleaned you are abruptly asked to move to a dirty table. We think a simple solution would be to place trash cans among the tables. We would certainly not mind depositing our trash and leaving the table a little nicer for the next person as we are sure other students would not mind.

Sincerely,
Pat Watts
Susie Baril

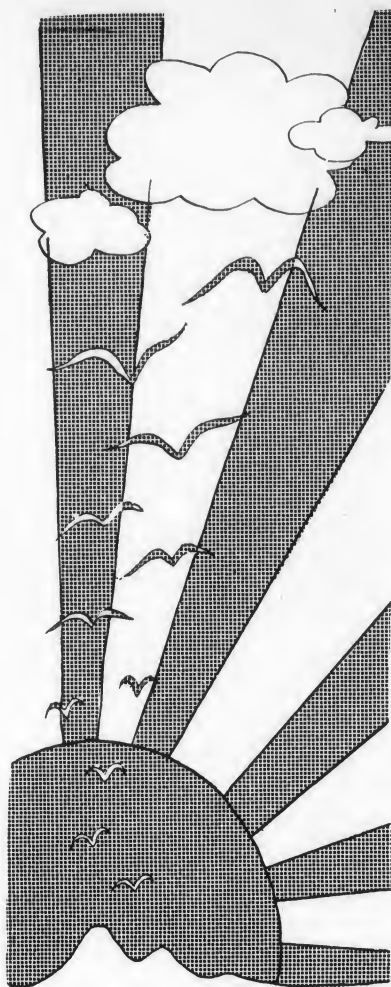
abortive effort

To the editor:

Recently I was requested by the National Family Planning Council to discontinue their abortion advertisement, because the response from Bullet readers "... unfortunately... has been very poor." Whether or not the paucity of pregnancies at M.W.C. speaks favorably of the student body is hard to say; however, if sufficient need arises, replacement of the ad is conceivable. Hopefully, the N.F.P.C. has not spoken too soon, as unwanted expectancies notoriously occur at inopportune moments. In any event, rest assured that the abortion ad was not removed for its unsuitability, but ironically, because of ours.

BARBARA SAUNDERS,
Adv. Mgr., The Bullet

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jonathan livingston seagull soars

A seagull finds himself fascinated with the art of flying, spending hours perfecting his mastery of aeronautics. Exhilarated with his discoveries, Jonathan Livingston Seagull attempts to explain his love of flying to the other gulls. He fails miserably and is rebuked by his father. "This flying business is all very well, but you can't eat a glide, you know. Don't forget that the reason you fly is to eat." Jonathan persists, however, and is ultimately officially ostracized by the other gulls.

Jonathan remains alone, continually perfecting his skills, achieving ever greater speeds and dives. His experiments bring him to the notice of a group of gulls like himself only more advanced and dedicated to the perfection of their art. From these gulls, Jonathan learns the philosophy behind the quest of the perfect flight and conquers impossible barriers in flight and time. Jonathan becomes invincible, unlimited by physical realities.

The story of "Jonathan Livingston Seagull" by Richard Bach has become an astonishing best seller. Perhaps the most common Christmas gift, the hardback edition with its multitude of outstanding and inventive pictures was read and reread and most promising of all—enjoyed. Now in paperback, "Jonathan Livingston Seagull" is reaching a broader audience and shows no signs of diminished popularity. The scope of this simple little book seems as unlimited as the seagull himself. Richard Bach graced the cover of TIME magazine and the movie is now in progress. A Richmond newspaper reported that the book has become the subject of sermons and seminars.

The remaining question appears to be, why all the fuss about such a simple little book? No people, no "modern issues", no human characterization—why

then is the book such an unexpected favorite? People at Mary Washington offered these comments: Randy Ferrell:

"I liked it because it was really optimistic. It is a really hopeful book. If you can control your will, you can harness your energies and achieve what the seagull wanted to. Its a positive view of life. It ties in with Eastern philosophy, as alot of the emphasis is on self-control and discipline, and example of this is yoga—physical self control leads to transcendence of bodily needs. If you can transcend your human desire, they no longer hinder you, which is what the seagull did."

Diane Bassemir:

"It was inspiring. It means something to everybody. I think most people would like to feel that the future is full of unlimited good."

Micki Nunn:

"I didn't feel that Jonathan was a Christ figure. It was a nice story and it was well written. I don't feel, as a Christian believer, that Jonathan is applicable to that (Christian) realm. People who don't know about Christianity would immediately think of Jonathan as a christ figure. It has themes from the New Testament and is applicable to Christian Science. We are taught to accomplish something in our lives, usually more than one thing. Jonathan set out to learn how to fly and he was successful."

Nancy Cowden:

"The most important thing is not that its about a seagull at all, but its a definitely human book; it can be applied to all of human life—that its possible to reach perfection."

Sue Hanna:

"I do believe in gulls."

how do you rate as a Valentine?

by Terry Talbott

It's that time of year again when we remember those we love with cards, candy and cookies; Valentine's Day. Will you be flooded with tokens of adoration, or will Wednesday be just another day for the spiders in your mailbox to spin more webs? Take this little quiz, compiled from leading experts in the choppy seas of young love, to know if you'll sail with the captain of your choice this spring!

Just circle the appropriate letter for each question, and then read the explanation that follows to see what kind of Valentine you are! This quiz meets the approval of Young Romance and Boys' Life Magazines, but still needs the Good Housekeeping Seal of Approval.

1. Your funny Valentine in pre-med sends you the pig's heart he dissected last month with a card, "It's the thought that counts." Your reaction is to:
 - a. Return it with a nasty letter, because you lost your post office box for the mess the package made.
 - b. Send him your old stuffed dog with the card, "It's the only other thing close to my heart, besides yours."
 - c. Take it to a jeweler to be made in a ring, which will always remind you of him.
2. The sort of Valentine you'd be most apt to send to the man of your choice is:
 - a. A raffle ticket for a chance on your heart.
 - b. Six dozen cookies and a Kahili Gibran book.
 - c. A Campbell's Soup Can bent into the shape of a heart.
3. Your idea of the perfect Valentine date for you and him is to:
 - a. Find all the billboards with "heart of gold" insurance men, and coat them in seasonal shades of red.
 - b. Have a quiet dinner at home, watch television or take in a movie.
 - c. Take Valentines to the victims of last

week's gas war in Hooperville, Md.

4. Your Valentine is allergic to the chocolate you sent him, and calls to say he's broken out in a strange rash from it. Immediately you:

- a. Rush to his house to get the rest of the candy back for yourself.
 - b. Bake him an angelfood cake to show that your intentions were good.
 - c. Splurge and buy him a case of champagne to fill his tub and soak the rash away.
5. Likewise, you break out in a rash from the chocolate HE sent YOU. What's your reaction now?
- a. Sue him for damages, and go the Bahamas to let the sun cure the rash.
 - b. Wear high-collared blouses and calamine lotion, but keep it to yourself for fear of hurting his feelings.
 - c. Hire yourself a Swedish skin specialist to treat the rash.

Now, total your responses, and read the description that will reveal your romantic nature, and make it easier to snare the man you want!

MOSTLY A's: This score indicates that you are an individual with bizarre habits that will attract many suitors this Valentine's Day. However, none of them will suit your highly individual tastes, so don't look for any lasting affairs. You're too carefree and happy-go-lucky to be tied down.

MOSTLY B's: This means that you are the true Romantic, the dream of manufacturers of Quiet Thought cards and stationery. Your emotional nature makes you unable to resist anything that expresses sentiment, so you should budget about \$200 for cards in the coming year. You'll be most likely to marry the Valentine who loves you, and wants a good little housewife.

MOSTLY C's: You are the new woman of the age, very much into whatever is new and different, and advertised in Playboy and Cosmopolitan. You're determined to get what you want, including

Valentines. Very much an independent woman, you can expect to be pursued by leading bachelors for years to come, but remember to keep a list of names for the day when aging fades your memory.



SCIENTISTS PROBE T.M.

When Dr. Herbert Benson, a cardiologist and assistant professor of medicine at Harvard Medical School, was approached four years ago by a group of students claiming they could alter certain physiologic processes while practicing transcendental meditation (TM) he thought it was "quite far out." Although at that time he was conditioning monkeys to raise and lower their blood pressure, it took him several months to overcome his skepticism to test the claims of the meditators. After preliminary tests showed definite physiological changes did take place in people while practicing TM, Benson, joined forces with Robert Keith Wallace, a physiologist who had been working on the same problem independently, in investigating the occurrence.

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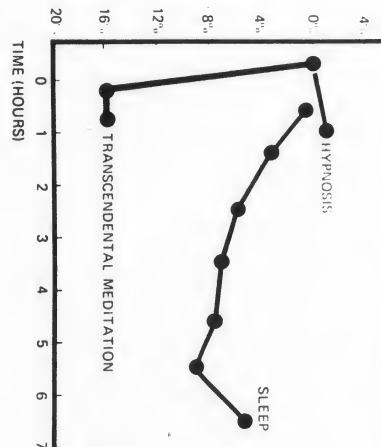
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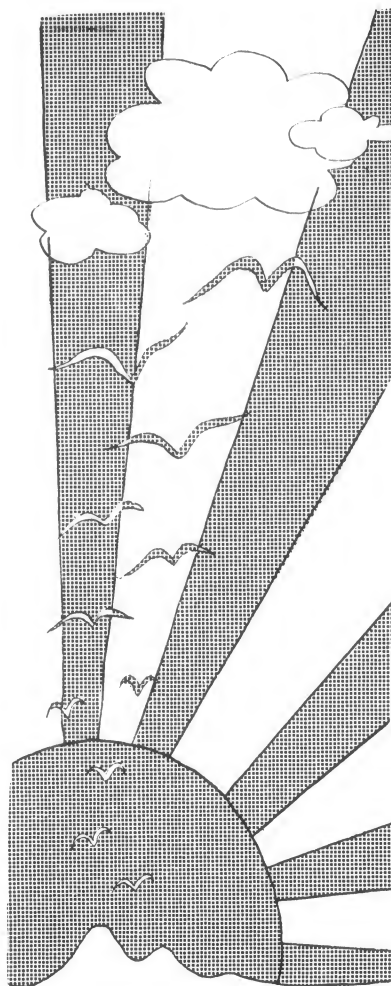
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CHANGE IN OXYGEN CONSUMPTION



During TRANSCENDENTAL MEDITATION

oxygen consumption and metabolism markedly decrease



jonathan livingston seagull soars

A seagull finds himself fascinated with the art of flying, spending hours perfecting his mastery of aeronautics. Exhilarated with his discoveries, Jonathan Livingston Seagull attempts to explain his love of flying to the other gulls. He fails miserably and is rebuked by his father. "This flying business is all very well, but you can't eat a glide, you know. Don't forget that the reason you fly is to eat." Jonathan persists, however, and is ultimately officially ostracized by the other gulls.

Jonathan remains alone, continually perfecting his skills, achieving ever greater speeds and dives. His experiments bring him to the notice of a group of gulls like himself only more advanced and dedicated to the perfection of their art. From these gulls, Jonathan learns the philosophy behind the quest of the perfect flight and conquers impossible barriers in flight and time. Jonathan becomes invincible, unlimited by physical realities.

The story of "Jonathan Livingston Seagull" by Richard Bach has become an astonishing best seller. Perhaps the most common Christmas gift, the hardback edition with its multitude of outstanding and inventive pictures was read and reread and most promising of all—enjoyed. Now in paperback, "Jonathan Livingston Seagull" is reaching a broader audience and shows no signs of diminished popularity. The scope of this simple little book seems as unlimited as the seagull himself. Richard Bach graced the cover of TIME magazine and the movie is now in progress. A Richmond newspaper reported that the book has become the subject of sermons and seminars.

The remaining question appears to be, why all the fuss about such a simple little book? No people, no "modern issues", no human characterization—why

then is the book such an unexpected favorite? People at Mary Washington offered these comments: Randy Ferrell:

"I liked it because it was really optimistic. It is a really hopeful book. If you can control your will, you can harness your energies and achieve what the seagull wanted to. Its a positive view of life. It ties in with Eastern philosophy, as alot of the emphasis is on self-control and discipline, and example of this is yoga—physical self control leads to transcendence of bodily needs. If you can transcend your human desire, they no longer hinder you, which is what the seagull did."

Diane Bassemir:

"It was inspiring. It means something to everybody. I think most people would like to feel that the future is full of unlimited good."

Micki Nunn:

"I didn't feel that Jonathan was a Christ figure. It was a nice story and it was well written. I don't feel, as a Christian believer, that Jonathan is applicable to that (Christian) realm. People who don't know about Christianity would immediately think of Jonathan as a christ figure. It has themes from the New Testament and is applicable to Christian Science. We are taught to accomplish something in our lives, usually more than one thing. Jonathan set out to learn how to fly and he was successful."

Nancy Cowden:

"The most important thing is not that its about a seagull at all, but its a definitely human book; it can be applied to all of human life—that its possible to reach perfection."

Sue Hanna:

"I do believe in gulls."

how do you rate as a Valentine?

by Terry Talbott

It's that time of year again when we remember those we love with cards, candy and cookies; Valentine's Day. Will you be flooded with tokens of adoration, or will Wednesday be just another day for the spiders in your mailbox to spin more webs? Take this little quiz, compiled from leading experts in the choppy seas of young love, to know if you'll sail with the captain of your choice this spring!

Just circle the appropriate letter for each question, and then read the explanation that follows to see what kind of Valentine you are! This quiz meets the approval of Young Romance and Boys' Life Magazines, but still needs the Good Housekeeping Seal of Approval.

1. Your funny Valentine in pre-med sends you the pig's heart he dissected last month with a card, "It's the thought that counts." Your reaction is to:
 - a. Return it with a nasty letter, because you lost your post office box for the mess the package made.
 - b. Send him your old stuffed dog with the card, "It's the only other thing close to my heart, besides yours."
 - c. Take it to a jeweler to be made in a ring, which will always remind you of him.
2. The sort of Valentine you'd be most apt to send to the man of your choice is:
 - a. A raffle ticket for a chance on your heart.
 - b. Six dozen cookies and a Kahil Gibrán book.
 - c. A Campbell's Soup Can bent into the shape of a heart.
3. Your idea of the perfect Valentine date for you and him is to:
 - a. Find all the billboards with "heart of gold" insurance men, and coat them in seasonal shades of red.
 - b. Have a quiet dinner at home, watch television or take in a movie.
 - c. Take Valentines to the victims of last

week's gas war in Hooperville, Md.

4. Your Valentine is allergic to the chocolate you sent him, and calls to say he's broken out in a strange rash from it. Immediately you:

- a. Rush to his house to get the rest of the candy back for yourself.
 - b. Bake him an angelfood cake to show that your intentions were good.
 - c. Splurge and buy him a case of champagne to fill his tub and soak the rash away.
5. Likewise, you break out in a rash from the chocolate HE sent YOU. What's your reaction now?
- a. Sue him for damages, and go the Bahamas to let the sun cure the rash.
 - b. Wear high-collared blouses and calamine lotion, but keep it to yourself for fear of hurting his feelings.
 - c. Hire yourself a Swedish skin specialist to treat the rash.

Now, total your responses, and read the description that will reveal your romantic nature, and make it easier to snare the man you want!

MOSTLY A's: This score indicates that you are an individual with bizarre habits that will attract many suitors this Valentine's Day. However, none of them will suit your highly individual tastes, so don't look for any lasting affairs. You're too carefree and happy-go-lucky to be tied down.

MOSTLY B's: This means that you are the true Romantic, the dream of manufacturers of Quiet Thought cards and stationery. Your emotional nature makes you unable to resist anything that expresses sentiment, so you should budget about \$200 for cards in the coming year. You'll be most likely to marry the Valentine who loves you, and wants a good little housewife.

MOSTLY C's: You are the new woman of the age, very much into whatever is new and different, and advertised in Playboy and Cosmopolitan. You're determined to get what you want, including

Valentines. Very much an independent woman, you can expect to be pursued by leading bachelors for years to come, but remember to keep a list of names for the day when aging fades your memory.



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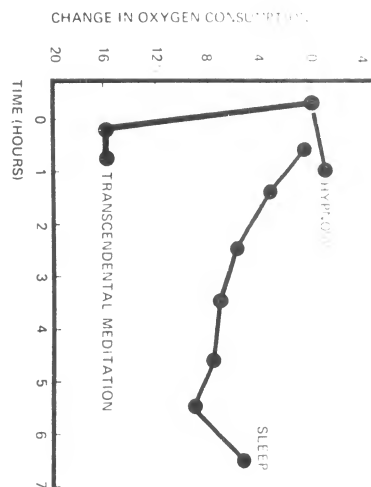
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During TRANSCENDENTAL MEDITATION

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'Black Girl' looks at complex family

BLACK GIRL — DIRECTED BY OSSIE DAVIS

By Tom Brom (AFS)

Hollywood produces few satisfying films these days, but **BLACK GIRL** is one of them. Director Ossie Davis sticks to the basics of characterization, dialogue, and interaction, working from a fine play by Ms. J.E. Franklin. There is little flashy "production value" here—no sensational drug busts, violence, sex, or breathtaking chase scenes. It's a straightforward story of a complicated black family, the self-destructive forces within it, and their resolution.

The cast is uniformly excellent, without a single outstanding performance to outshine the others, or a weak one to detract from them. The characters are so believable as people you forget the acting—and that's high compliment to the film.

As drama it is not particularly a milestone, but **BLACK GIRL** is always interesting and conveys a moral lesson in powerful fashion. As an evening's entertainment, it can't be beat.

For once, a black drama doesn't take place in a big city ghetto. Mama Rosie's family resides in a working class suburb, too obviously in the Los Angeles area but supposedly in Michigan. Men play only a peripheral role in the family. The tensions and most of the interaction are between three generations of black women; Mama Rosie, her grown daughters, and her mother.

Mama Rosie works in a white woman's house to support her daughters, and lives vicariously through her college-educated adopted daughter Netta. Rosie's own daughters are married and live nearby, but

haven't advanced above their mother's social position. They hang around Rosie's house a lot, acting like the wicked sisters in *Cinderella*. The black princess in this case is Billie Jean, daughter by another man, a



dreamer who wants to make a career as a dancer.

Neither Rosie nor her daughters think much of that. Rosie wants an educated daughter and the sisters don't want to see any advancement that would draw family affection from them.

So the drama unfolds, centering on unopened and hidden letters, the aspirations of Billie Jean, jealousy toward the adopted college girl, Netta, and the slow process of self-awareness as Mama Rosie begins to understand her own harsh demands on those around her.

Sure, its heavily melodramatic. Under different circumstances it is a common enough story played out by thousands of upwardly mobile white families. The difference is that the possibility for upward mobility is suddenly real for blacks, making the family conflicts real and terribly important. It's meaningful now for young blacks to see a sister fight through those family hassles and jealousy and still make it.

The specific circumstances of Mama Rosie's family—a much more fluid assembly of relatives than exists in typical white suburban family—lends particular fascination to the film for whites. The interrelationships, jealousy and role playing become infinitely more complex and as the web tightens, more difficult to escape.

The struggle for advancement and the pursuit of a personal dream—shared to one extent or another by all the characters in **BLACK GIRL**—is a basic human one, though segments of the white left might be jaded about it. That struggle, first made individually in the family and then collectively, makes all the difference; there's no social movement without it. **BLACK GIRL** is an old-fashioned primer on the importance of respecting yourself. It's a beautiful film.

LETTERS

pass-fail

To the editor:

This student recently tired to change a class from a P/F basis to a graded basis, two days after the two week limit as set by the Office of the Dean. The request was refused.

After due consideration I am convinced that the rule limiting the period for changing P/F status is a poorly constructed one. P/F, I presume, is a device that was instituted to aid students, not to penalize them. It is next to impossible to assess a class and a professor with any accuracy in two weeks (especially when the first week consists mainly of handing out the class syllabus and book list). Furthermore, it seems to me that an educational institution should encourage individual initiative. Obviously, a student is more likely to expend the maximum effort if he or she is being graded on that effort.

The present rules are unintentionally designed

to discourage the student who decides to make that extra effort. Why should she be penalized for her initiative?

I know too many people who, because they knew the right person or had the proper tale of woe, were able to get out of work regardless of the rules. It seems ironic to me that the rules should be so strictly enforced in the case of someone who decided to make an effort in order to improve her status.

On the other side of the coin, I know students who would not have dropped a course if they could have changed it to P/F. Here also, it would seem logical that an educational institution should encourage students to learn regardless of the grading status of a particular class. However, the rules as they presently exist provide more incentive to drop a class than to retain it on a different basis.

I am presently engaged in trying to have the period for changing P/F status extended to coincide with the drop period. However, we will need to demonstrate that there is student interest in such a change. If you support the

change please contact any of the following:

Theresa Johnson X 503

Helen Bryant

Camilla Stroud X 509

Your departmental representative

The Bulletin (via letters to the editor)

Also, there will be petitions in the library and the Post Office.

Theresa Johnson

a sore thumb

To the editor:

I would hearby like to register my complaints about Miss Juul-Nielsen's sculpture (in front of DuPont Hall). Its color is too bright, it detracts from the surroundings, or at its least, is in conflict with them. It's shape does not seem to emphasize the "classic lines" but instead destroys that harmonious balance the architect and landscapers have sought for. It is more like a jarring nerve or rather simply, a sore thumb.

continued on page 7

GO AHEAD. IGNORE ME JUST BECAUSE I'M A COUPON.

Just because in your 18 to 21 years of middle-class American suburbia upbringing, you've been so overexposed to coupons that you could stuff them down some newspaperman's esophagus, you think I'm another run-of-the-mill, housewife coupon.

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So there. And if you can't divorce yourself from your adolescent hang-ups, and actually cut me, a coupon, out and use me, you lose.

Ha ha ha. **PIZZA HUT** MUST HAVE STUDENT ID

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MARY WASH WONDERS

THE GAME OF THE NAME: Mary Wash has received numerous responses to the proposed name change of the BULLET to FIFTH SEASON. The feedback has been unanimous: Yuck.

Dennis Dalviso of the Drama Department thinks that GEORGE'S MOTHER would be more in keeping with Mary Washington College, after all, she was the mother of the father.

One individual suggested 2001st SEASON—A NEWS ODESSEY; commenting that FIFTH SEASON is not unique. The name is found in a perfume ad and in the book WHAT IS IT ABOUT VIRGINIA?

Mary Wash would like to add to the suggestion list THE MOTHER and MOTHER MARY. But maybe those two names would cause either an obscenity crisis or Papal intervention.

C SHOPPE GRIPES: The gripes are two in number

and are quite brief: Why don't they remove the records that skip from the jukebox? And, why doesn't the College seriously think about expanding the C Shoppe?

TRASH, TRASH, EVERYWHERE: Mary Wash received two gripes relating the dire need of trashcans on this campus. The simple fact is that there aren't any, and we need them.

Mary Wash has discovered that they are located on the second-floor of Brompton barn. That's a good place for them, isn't it?

SEACOBECK BLUES:

Seems late breakfast at Seacobeck is another matter in itself. The tables are not cleared until 9:30 a.m., and when they are, no student is allowed to sit at a cleared table. Mary Wash guesses that they want you to look at

half-eaten doughnuts, and old coffee cups, it induces you to eat less.

Another individual suggested that one wing of the dining hall be reserved for non-smokers. Mary Wash believes that the suggestion has merit, but then no one hall looks like a smoke-filled room to her knowledge. Not yet anyway.

VIRGINIA AND OUT-OF-STATERS: Although the taxing of out-of-state automobiles owned by students is bad enough, did you happen to read about the Virginia resident who was attending George Mason University? She married a resident of Washington, D.C. and was suddenly ordered to pay out-of-state tuition even though they now both resided in Virginia.

Seems there is a Virginia law that states that one's spouse must have lived in Virginia for at least a year, if the other party desires in-state tuition status.

Oh, Virginia, you've done it again.

more letters

I would like to see it moved from its present position to the grassy area between DuPont and Goolrick as someone has suggested, although there is no availability for floodlighting there. I believe it is bright enough to be seen without them.

Miss Juul-Nielsen is entitled to her individual freedom to show her piece and consider it art, but that freedom should end when many students have found it distasteful to them or are just slightly annoyed by it (as those of us who travel regularly to DuPont Hall have).

Dear Editor:

As I am completing my final semester as a student here at MWC I'd like to take a few minutes to think reflectively about the position of students here as integral members of the academic community. I am under the impression that we are important to MWC and are afforded with many avenues of communication concerning the academic community.

Increasingly, however, I have become dismayed that we seem to have abandoned many of the opportunities which have been forgotten that this have been set before us to have our voices heard. Is it possible that we have forgotten that this is an academic community in which each of us plays a vital role?

It seems that many of our former

Many students feel that their pleas are ineffectual or would be ineffectual in effecting a change in placement of the sculpture. They register their private complaints to their peers instead of to Miss King who said "only an uneducated mind would say it was out of place." If that be the case, many of the students here are by her definition, "uneducated." Therefore, the "uneducated" are wrong and nothing is done.

Perhaps, Miss Juul-Nielsen would like it to remain there as a tribute to the deafness of individuals to the voices or wishes of the student body. Perhaps, the entire student body does not object to it, but how many of those non-objectors

are subjected to its view day after day, as those of us who have more than one class in DuPont are? If a majority of the people the sculpture affects feel it is so distracting and controversial that they register public and private complaints, it should be moved. I speak not for a minority of people, but for that majority I hear in classes, in Seacobeck, in the dorms and elsewhere who complain about it but who do not do anything because they sadly realize that any complaints will only make those responsible more determined that it should remain there.

ROSEMARY A. LONGTIN

channels of communication have either died or are dying as a result of student apathy. For example, whatever happened to YET? At one time it was an important voice of student opinion concerning course work here at MWC. What about the campus-wide All-College Day which provided an opportunity for students, faculty, and administration to come together informally for a free interchange of ideas concerning matters of concern to the entire academic community? Wasn't the calendar revised and the pass-fail system introduced as a result of this endeavor? What happened to the days when the Senate was an effective and powerful voice of the students? As I understand it, now there is difficulty in even attaining a quorum at most senate meetings and the senate retreats have been

dismal failures due to lack of participation. What happened to the Bullet? It could be one of the most effective tools we have as a vehicle for ideas concerning the entire academic community and now its staff has dwindled down to a handful of people.

Who is to blame for this apathy? The blame cannot rest on the meagre handful of student leaders who are struggling to maintain some semblance of student power. Perhaps its not even all those other two thousand students who sit around and complain to their friends about the absence of student-faculty-administration communication. But perhaps its you and me—all of us—who have opinions and ideas that could possibly make MWC a more effective and stimulating environment, but who are too timid to have our voices heard, or are ready to accept defeat before we even attempt to be heard.

I don't have much time left, but I am concerned about the future of MWC and want to see it make progress as a challenging and effective institution of education. This power rests largely in your hands.

Enough said, but let me leave you with a few questions. Do you, who will be returning next year, have the right to say that your complaints or suggestions are never heard, when in fact, you allow the already established machinery of communication to break down? Or is MWC perhaps a Utopia in which no one has any complaints or ideas for improvement or reform? I hardly believe that, but then perhaps it's true that we are in fact entering another age of non-involvement. My final question is this—can you afford to be uninvolved, and if so who will be the ultimate loser.

Sincerely,
Judy Parker

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